

Study Skills Seminar

Student Packet

Module #1 — Learning & Motivation

Name: _____

Capital Composite Squadron

443 Airport Rd; Suite 4

Santa Fe, NM 87501

Study Skills Seminar

Getting good scores on Aerospace and Leadership tests, just like most aspects of life, is based on how much you accomplish rather than how much effort you put into it. In school, you get grades for how much you achieve on tests. You do not get credit for how much time you spend studying for those tests, or how much effort you put into *trying* to learn. Advancing in the CAP program, like doing well in school, requires hard work and doing your homework. You can't get around that, but there are other skills you can learn that will help you improve your scores, save time, and make things go a lot more smoothly.

It is easy to see why tips on some things, like taking notes and reading text books, will help you study better, but you may not immediately see why things like communication and nutrition have been included. If you are not alert in study sessions because you are not eating properly, traditional study skills won't help. And because we always depend on each other as we learn and progress through the program, your performance will suffer if you are constantly "at odds" with others in the squadron.

We have taken a holistic approach to academic skills and it is our hope that you will find the variety of topics not only useful to you, but also interesting and enjoyable.

In the four modules of this course we will be covering:

Learning & Motivation

Setting Goals, Defining Intelligence, Areas of Learning, Ways of Learning, Levels of Learning

Basic Study Skills

Time and Environment Management, Reading Textbooks, Taking Notes, Memorizing, Using Resources, Preparing for Tests, Taking Tests

Communication Skills

Language, Perception, Biases and Effects, Rules for Students,

Nutrition

Basic Nutrition, General Health

Capt William H. Jackson
Aerospace Education Officer
Capital Composite Squadron, NM-018
Santa Fe, New Mexico

1st Lt Jan Lamm, RN
Deputy Commander Cadets
Capital Composite Squadron, NM-018
Santa Fe, New Mexico

GOALS AND MOTIVATION

The level of performance that a person exhibits increases when that person is working toward concrete goals. The highest performance is among those who set their own goals and recognize the connection between those goals and the work they are presently doing.

Let's look at a few definitions and a model of behavior to help arrange some thoughts.

Motivation — The internal process that both energizes and guides behavior.

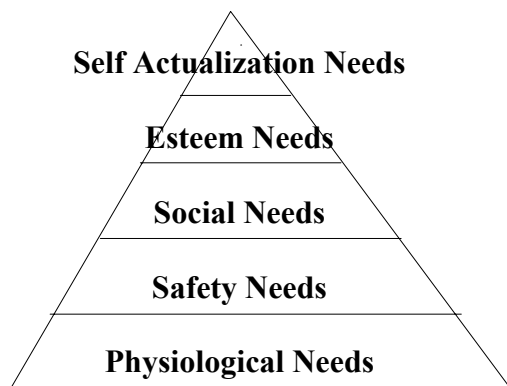
Goal — The manifestation of an accomplishment or achievement.

Rewards — The things or symbols you get for reaching your goal.

Survival must be met before long range planning can take place.

"Even God cannot talk to a hungry man except in terms of bread." — Mahatma Gandhi

Maslow's Hierarchy of Needs is an example of internal motivation.



Exercise

Write down your answers to the following

questions.

What do you want to do for a career?

What skills are required to be good at that career?

What are you doing right now to improve those skills?

INTELLIGENCE & LEARNING

Intelligence is variously defined as the ability to acquire new information, the ability to apply knowledge, a fundamental quality of the human mind, and even a quality that lies just beyond the grasp of the human mind. That hasn't prevented people from attempting to categorize, compartmentalize and quantify intelligence.

Intelligence Quotient

Intelligence quotient (IQ) is defined as a ratio that compares a person chronological age and the "mental" age as defined by a standardized test.

Gardner's Seven Intelligences

Other ways of categorizing are now being presented and one of the most popular lately is the Multiple Intelligences concept developed by Howard Gardner. In this model, people are measured for intelligence on seven different scales, each indicating particular talents and abilities.

* Verbal/Linguistic is the intelligence responsible for the production and interpretation of language

- * Logical/Mathematical is the intelligence associated with scientific thought. It also includes abstract symbols, pattern recognition and identifying relationships between distinct pieces of information.
- * Visual/Spatial is the intelligence that enables such things as visual arts, map-making, architecture, chess and flights of fancy.
- * Body/Kinesthetic is the intelligence applied when we use the body to express emotion in dance, play a physical game, or create a piece of sculpture.
- * Musical/Rhythmic is the intelligence that enables the recognition of rhythmic and tonal patterns.
- * Interpersonal is the intelligence involved in the ability to work cooperatively in groups as well as communicate with other people.
- * Intra-personal is the intelligence involved in the knowledge and understanding of inner feelings, self-reflection, intuition and spirituality.

Education Domains

- * Cognitive — the area of education that deals with thought. When you are learning facts, figures and concepts, you are in the cognitive domain.
- * Skills — the area of education that deals with performance ability. Learning how to produce a term paper in English class and how to drive a car in driver's ed are examples of skills learning.
- * Affective — the area of education that deals with feelings and emotions. Art, Music and Drama deal heavily with the affective domain.

In reality, all domains are addressed in each and every subject at some level.

We learn through all of our senses but each of us has individual preferences and often learn best when information is received through one modality over another. You probably remember hearing people say the following, or have said them yourself.

- * Visual — The visual learner learns best when lessons are seen or when new tasks are demonstrated. (I know it when I see it.)
- * Aural — The auditory learner prefers to hear explanations and descriptions. (Just tell me the facts.)
- * Tactile — The tactile learner learns best when the object of learning can be manipulated. (I want to get the feel of this.)
- * Bio-kinetic — The bio-kinetic, or somatic, learner learns by doing. (Let me do this a few times to get it down.)

Learning Modalities

BLOOM'S TAXONOMY of COGNITIVE OUTCOMES

Bloom developed the idea that knowledge may be acquired to certain definable levels. A teacher will typically present lessons at the same level as they are to be tested. It is unreasonable, for example, to present the Pledge of Allegiance only as a set of words to be memorized (knowledge) and then test the student's ability to utilize the Pledge of Allegiance as a guide to behavior in school (application). Unfortunately for what ever reason, this matching between presentation and testing does not always occur, but since your grade is still your responsibility, an understanding of these levels will help you "ask the right questions before that big test." Below is a chart defining Bloom's hierarchy of cognitive outcomes with an example of the kind of question that might be asked following a lesson taught to that level.

Level	Concept	Example
Knowledge	Remembering previously learned material, including facts, vocabulary, concepts, and principles	Recite the Pledge of Allegiance.
Comprehension	Grasping the meaning of material	Reword the Pledge of Allegiance.
Application	Using abstractions, rules, principles, ideas, and other information in concrete situations	Describe how allegiance may be demonstrated by someone's behavior. (Eg. pay taxes, go to war)
Analysis	Breaking down material into its constituent elements or parts	Explain the distinctions between allegiance to "the Flag" vs. allegiance to "the republic for which it stands."
Synthesis	Combining elements, pieces, or parts to form a new whole, or constitute a new pattern of structure	Create a new pledge of allegiance based on the original ideas combined with modern paradigms and moralities.
Evaluation	Making judgments about the extent to which methods or materials satisfy extant criteria	Decide if the ideas expressed in the Pledge of Allegiance exemplify a worthy lifestyle for today's citizen.

Course: _____

Instructor: _____ Phone/e-mail: _____

Office Hours: _____

Classmate: _____ Phone/e-mail: _____

Classmate: _____ Phone/e-mail: _____

Classmate: _____ Phone/e-mail: _____

Materials needed for this class:

Special course requirements: (term paper, labs, due dates, etc.)

Course Grading:

Percent of grade:

_____	_____
_____	_____
_____	_____
_____	_____

Learning Styles Inventory

	This is like me					This is like me			
	Most			Least		Most			Least
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1	24. I get more work done if I work with someone.	4	3	2	1
2. Writing assignments are easy for me to do.	4	3	2	1	25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1	26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1	27. The things that I write on paper sound better than when I say them.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1	28. I study best when no one is around to talk or listen to.	4	3	2	1
6. It is harder for me to do a written assignment than an oral one.	4	3	2	1	29. I would rather read things in a book than have a teacher tell me about them	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1	30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1	31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1	32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
10. I do not mind doing written assignments.	4	3	2	1	33. Seeing the price of something written down is easier for me to understand than having someone tell it to me.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1	34. I like to make things with my hands.	4	3	2	1
12. I remember more of what I learn if I learn it alone.	4	3	2	1	35. I like tests that call for sentence completion or written answers.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1	36. I understand more from a class discussion than from reading about the subject.	4	3	2	1
14. I feel that I talk smarter than I write.	4	3	2	1	37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
15. If someone tells me three numbers to add, I can usually get the right answer without writing it down.	4	3	2	1	38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1	39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1	40. I like to study with other people.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1	41. When the teacher says a number, I really do not understand until I see it written down.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1	42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
20. It is more fun to learn with classmates at first but it is harder to study with them.	4	3	2	1	43. Sometimes I say dumb things but writing gives me time to correct myself.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1	44. I do well on tests if they are about things I hear in class.	4	3	2	1
22. If homework were spoken, I would do it all.	4	3	2	1	45. I cannot think as well when I work with someone else as when I work alone.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1					

Learning Styles Inventory Score Sheet

Write down the value for each corresponding question number from your survey sheet. Total the values and compare to the score chart.

Visual Language 5 _____ 13 _____ 21 _____ 29 _____ 37 _____ Total _____	Auditory Language 3 _____ 11 _____ 19 _____ 36 _____ 44 _____ Total _____	Individual 4 _____ 12 _____ 20 _____ 28 _____ 45 _____ Total _____	Expressiveness - Oral 6 _____ 14 _____ 22 _____ 30 _____ 38 _____ Total _____						
Visual Numerical 9 _____ 17 _____ 25 _____ 33 _____ 41 _____ Total _____	Auditory Numerical 7 _____ 15 _____ 23 _____ 31 _____ 39 _____ Total _____	Social Group 8 _____ 16 _____ 24 _____ 32 _____ 40 _____ Total _____	Expressiveness - Written 2 _____ 10 _____ 27 _____ 35 _____ 43 _____ Total _____						
Tactile-Kinesthetic 1 _____ 18 _____ 26 _____ 34 _____ 42 _____ Total _____		SCORE 17-20 = Major Learning Style 10-16 = Minor Learning Style 05-09 = Negligible Use							
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; vertical-align: top;">1. MAJOR:</td> <td>The student prefers this mode of learning, feels comfortable with it and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style</td> </tr> <tr> <td style="vertical-align: top;">2. MINOR:</td> <td>The student uses this mode but usually as a second choice or in conjunction with other learning styles.</td> </tr> <tr> <td style="vertical-align: top;">3. NEGLIGIBLE:</td> <td>The student prefers not to use this if other choices are available . The student does not feel comfortable with this style.</td> </tr> </table>				1. MAJOR:	The student prefers this mode of learning, feels comfortable with it and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style	2. MINOR:	The student uses this mode but usually as a second choice or in conjunction with other learning styles.	3. NEGLIGIBLE:	The student prefers not to use this if other choices are available . The student does not feel comfortable with this style.
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